



## Michigan EMS Education Program Analysis and Improvement Plan

*(Required by July 31 for all Programs with less than 72% by 3<sup>rd</sup> Attempt*

*NREMT Pass Rate on Cognitive Exams for the 2019 calendar year)*

Submit the completed plan to: [MDHHS-EMSED@michigan.gov](mailto:MDHHS-EMSED@michigan.gov)

Note: Incomplete plans will not be accepted by the Department and will be returned to the program. If technical assistance is required for plan development, contact the EMS Education Coordinator, prior to the due date. Further approval of the program will be contingent on progress made toward identified objectives.

Name of Program:

Program Approval #:

Signature of Program Director:

Signature of Course Sponsor:

Signature of Medical Director (EMT programs and above):

Signature of Key Advisory Board Representative:

Submitted by:

Date Submitted:

1. List the 3 Categories with the lowest score on NREMT Cognitive Exams:
  
  
  
  
  
  
  
  
  
  
2. Is this the program's first Required Performance Improvement Plan? (If yes, go to question 4.)    Yes                      No



3. If this is a follow up to last year's Performance Improvement Plan,
  - a. Provide an executive summary of progress made that addresses all SMART objectives in the previous plan.

b. Complete the rest of this form.

4. Analysis of Student Evaluations (include data): Attach document here: 
  - a. Detailed Plan to Address Identified Themes
  - b. Data to support identified Themes
  - c. Must include **at least 1 SMART**<sup>1</sup>Objective to improve student experience
  - d. Assigned responsibility for each objective

Analysis of Faculty: Attach document here: 

Detailed Plan to Address Faculty Weaknesses or Opportunities for Improvement.

Detailed analysis of the strengths and weaknesses of each faculty utilized to teach the course including subject matter experts.

- Describe your new faculty orientation.
- Which faculty members teach the courses with the lowest 3 categories on the NREMT exams?
- Describe teaching methods utilized including:
  - Details of how the faculty engage students in active, scenario based, critical thinking. Teaching methods utilized Example: Web based computer testing and learning, simulation, various media,
- Include how faculty are evaluated, does evaluation of faculty involve observation, development of improvement goals if needed?
- Describe communication that occurs between clinical sites and faculty.
- Describe how students are tested, how are your tests constructed, do you use test item analysis?
- Have all regular faculty taken the NREMT? If not, what percentage of faculty have taken the NREMT cognitive exam?
- Identify **at least 1 SMART** Objective detailing how faculty will be supported in improving their delivery of education to engage students in active, scenario based, critical thinking and test taking.

Analysis of Policies: Attach document here:



Detailed Analysis and Plan to Address General Policies

- Describe any pre-admission requirements such as testing, pre-requisites, GPA, screening for at-risk students, interviews of potential students.
- What is your grading policy, passing threshold?
- Student to instructor ratio?
- Describe the process for faculty review and analysis of curriculum content, and objectives.
- How often are your syllabus and clinical evaluation tools updated?
- What is your student remediation policy?
- Do you provide any of the following: tutorial services, peer mentoring, practice with computer testing, stress reduction techniques for students, and/or test review and feedback?
- Identify at least **1 SMART Objective** detailing a change to general policies that could impact program success.

## References

Margolis, G.S., Romero, G.A., Fernandez, A.R., Studnek, J.R. (2009). Strategies of high-performing paramedic educational programs. Education and Practice. Prehospital Emergency Care. DOI: 10.1080/10903120902993396.

Margolis, G.S., Studnek, J.R., Fernandez, A.R., Mistovich, J. (2008). Strategies of high-performing EMT-basic educational programs. Education and Practice. Prehospital Emergency Care. DOI:10.1080/10903120801906911.

Serembus, J.F. (2016). Improving NCLEX first-time pass rates: A comprehensive program approach. [www.journalofnursingregulation.com](http://www.journalofnursingregulation.com).

Wangerin, V.S. (2015). Seeking success: program improvement plans as a strategy to increase pass rates on the national licensure exam. Graduate Theses and Dissertations. 14894. <http://lib.dr.iastate.edu/etd/14894>.



## What are SMART Objectives?

SMART is an acronym used to identify the characteristics of good objectives. SMART objectives identify who should do what, under what conditions, according to which standards.

**S-Specific, M-Measurable, A-Achievable, R-Relevant, T-Time-bound**